


AN INVESTIGATION IN THE SUITABILITY
OF THE HARDEE COUNTY HIGH SCHOOL
CURRICULUM IN RELATION TO THE
NEEDS OF THE COUNTY

JOEL EVERS





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AN INVESTIGATION IN THE SUITABILITY OF THE HARDEE
COUNTY HIGH SCHOOL CURRICULUM IN RELATION TO
THE NEEDS OF THE COUNTY

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A Thesis

Presented To

The Faculty of The College of Education
Florida Southern College

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requirements for the degree of Master
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TABLE OF CONTENTS

CHAPTER	PAGE
I. THE PROBLEM AND DEFINITION OF TERMS USED . .	1
The problem	1
Importance of the study	1
Definitions of terms used	2
Local situation	2
Curriculum	2
High school	2
II. HARDEE COUNTY RESOURCES AS RELATED TO EDUCATION	3
Education and Hardee County	3
The people	4
How do they make a living	4
Future outlook	9
A study of wealth and welfare in Hardee County	10
The tax program	10
Recreation	13
Natural resources	15
Schools and facilities.	16
Library	18
Health unit	18
Churches	19
Business	19
Transportation	19

CHAPTER	PAGE
III. THE EDUCATION PROGRAM	21
County goals	21
Educational needs	23
Area of anticipated progress	23
The high school	25
Analysis of the present program	26
The secondary school	26
Relation to needs	31
Suggested ways of improving the program	32
Our aim	37
Vocational agriculture	37
Science	41
IV. PUPIL WELFARE	44
Attendance	44
Child labor	45
Guidance	45
Progress and achievement	46
V. EDUCATIONAL ORGANIZATION AND ADMINISTRATION	48
Feeder schools	48
Present	48
Future	48
The high school	49
VI. CONCLUSIONS DRAWN FROM THE STUDY	50
County wide	50
The high school	51

LIST OF TABLES

TABLE		PAGE
I	Amount of Money Spent on Education by Hardee County	5
II	Occupations of Parents Hardee County High School Students	6
III	Trends in Average Daily Membership Secondary Schools Hardee County	9
IV	School Bonded Indebtedness Hardee County, Florida	12
V	Information for Current School Year 1947-48, For Each School Center	17
VI	Recommended Classification of School Centers Hardee County	25
VII	Program of Studies Grades 9 - 12 Hardee County High School	28
VIII	Program of Studies Grades 9 - 12, 1948-49	35

CHAPTER I

THE PROBLEM AND DEFINITION OF TERMS USED

For some time we have directed our thinking toward an improved curriculum for our school. This study is to be based upon information we have been able to obtain from State Department bulletins, questionnaires to lay citizens, data from the office of the county superintendent, tax assessor, Chamber of Commerce, City of Wauchula, and the faculty and students of the Hardee County High School.

The Problem

It is the purpose of this study (1) to analyze the school situation of the county, at the present time, in relation to the curriculum we desire to present to the students; (2) to show the possible improvements in our educational program under the Citizen's Education Bill passed by the 1947 session of the legislature¹; (3) to make our study in terms of pupil welfare; (4) to present conclusions drawn from the study.

Importance of the Study

Curriculum development has become one of the out-

1. Laws of Florida, An Act Relating to Education, Chapter 23726- (No. 11E), 1947, pp 1.

standing phases of the school program. This study has not been based upon facts and figures obtained from text books. The information presented comes from the local situation with an honest attempt to give facts to support conclusions.

Definitions of terms

Local Situation

The Hardee County High School serves the entire county. The term, local situation, applies to every community in the county.

Curriculum

The sum of all the experiences the boys and girls have under the jurisdiction of the school.

High School

Our high school at present includes grades 9 - 12.

CHAPTER II

HARDEE COUNTY RESOURCES AS RELATED TO EDUCATION

Much can be done with our planning when we take into consideration our community during the next ten years. The kind of people, how they will make a living, and their future economic status are all important. When the examination of our resources is made, we can plan the curriculum in terms of available materials.

Education and Hardee County

Today education in this county is on the march. The 1947 session of the legislature passed the Citizen's Education Bill. This has given our county additional money for capital outlay, supplies, and teachers' salaries. During the past ten years the amount of money we have received from the State has increased. The budgets for the entire county since 1938 can be seen in table I. In 1940 we had 15 elementary schools. Consolidation has reduced this number to 6 in 1948. The Hardee County School Survey recommends the continued consolidation of the elementary schools. When these suggestions are carried out we will have three elementary school centers and one high school center.

The secondary school will be located in Wauchula.

The construction of this school began in April, 1948. It should be ready by September, 1949.

The people of this county are interested in education. The schools have been given one-half of the county's share of the race track money. This is the result of a special act passed by the legislature over the objections of the county commissioners. Bonds have been issued and sold at par on the anticipated revenue from the race track funds. We are constructing a high school building which will cost approximately \$400,000 without a land pledging bond issue.

The People

How Do They Make a Living

The population of the county is 10,153². From table II page 6 we find the majority of the occupations of this area are related to agriculture. Over 48 per cent of the people are engaged in farming. The farmers must market their produce; hence we find packing houses, fruit pickers, canning plants, and seed and fertilizer stores. The towns throughout the county furnish employment to a few of the people. They are members of the police force, work on the streets, and help run the city.

2. State Department of Education, Florida Wealth or Waste, p. 13.

TABLE I
AMOUNT OF MONEY SPENT ON EDUCATION
BY
HARDEE COUNTY

Year	Teachers' Salaries	Transportation	Total Amount Spent
1938	\$69,413.70	\$16,497.82	\$114,024.43
1939	69,713.50	18,942.06	115,853.25
1940	75,040.48	20,720.48	127,195.40
1941	78,729.38	20,709.17	125,118.60
1942	78,707.83	23,217.13	150,540.94
1943	80,107.36	23,699.77	161,825.64
1944	86,629.06	28,881.32	183,379.14
1945	94,759.71	31,236.89	207,075.16
1946	111,811.46	39,044.46	252,405.76
1947	113,447.39	41,701.44	250,876.78

The amount of money actually spent this school year (1947- 48) as of April 30, 1948 was \$253,245.15. Figures for the amount actually spent on teachers' salaries were not available. The transportation costs were 96 per cent less during the first half of this fiscal year than during the comparable period last year³. Table I includes the war years when general costs and teachers' salaries increased. The totals for this year will show a marked increase. We are spending more each year.

3. Hardee County School Survey, 1948, Report by J. Pope
Baird, State Supervisor of Transportation.

TABLE II
OCCUPATIONS OF PARENTS
HARDEE COUNTY HIGH SCHOOL STUDENTS

Occupation	1945-46	1946-47	1947-48	Totals
Army	1			1
Barber	3	1	3	7
Bartender	2			2
Beauty Parlor		1		1
Bee Keeper			1	1
Bus Driver	3	2		5
Bookkeeper	1	1	1	3
Canning Plant		3		3
Caretaker		1		1
Carpenter	13	12	18	43
Cattle	7	6	8	21
Cattle Worker		3		3
Citrus Worker	5	12		17
Citrus	5	7	6	18
Clerk	10	3	1	14
Contractor		1	1	2
County Commissioner	1	1	1	3
County Superintendent	1			1
County Worker		1		1
Credit Association Manager	1	1	1	3
Dentist	1	1	1	3
Depot Agent		2	3	5
Drayman		2	3	5
Druggist			1	1
Dry Cleaning	2	2	2	6
Electrician	3	4	2	9
Experiment Station	1			1
Farm Credit		1		1
Farmer	144	150	144	438
Fireman	3		1	4
Fish Dealer	1	1	1	3
Fruit Buyer	2	5		7
Game Warden	3	2	1	6
Garage		1		1
Housewife	20	13	15	48
Ice man	1	2	1	4
Insurance	1	2	4	7
Internal Revenue		1	1	2
Laborer	2	4	2	8

Ladder Manufacturer	1	1	1	3
Laundry			1	1
Lawyer	1			1
Lumber Business	2	7	4	13
Machine Operator	1			1
Mail Carrier	1	4	2	7
Mail Clerk	2			2
Meat Cutter	2	2	1	5
Mechanic	14	14	8	36
Merchant	6	8	22	36
Mine Worker		2	1	3
Minister	2	5	3	10
Navy	1			1
Night Watchman	2			2
Nurse	2	3	2	7
Packing House		2		2
Painter	3	1	1	5
Plasterer		1	1	2
Produce Buyer	3		2	5
Produce Inspector	1	1		2
Railroad Clerk		1		1
Real Estate		1	1	2
Resturant Worker	3	2	3	8
Retired			1	1
Salesman	2	4	1	7
Section Foreman	2	1		3
Service Station	4	5		9
Social Security		1	1	2
State Road Department			3	3
Tag Inspector	1	1		2
Teacher	2	3	3	8
Telephone Manager	2	1	1	4
Truck Driver	5	1	5	11
U.S. Marshal		1		1
Welder	1	1	2	4
Wholesale Business			1	1

Approximately 50 per cent of the parents of high school students are farmers. We have figures for the past three years only. Fire destroyed our other records. The housewife occupation was second in the list with a total of 48 for the three years. Actually the majority of these

are engaged in farming. This table shows agriculture to be the dominant factor in the occupations of the parents.

During the war many people left the farms to take jobs in war plants. As times become normal these people can reasonably be expected to return and take up farming again. This will increase the number of pupils attending the public schools in our county.

A study of school population trends in Hardee County shows the average daily membership in the white schools decreased from 2,169 in 1940-41 to 1,700 in January, 1948. This is a decrease of 469 or about 21.7 per cent. The greatest relative decrease was in the junior high grades. The pupils in grades 7 - 9 decreased from 606 in 1940-41 to 390 in January, 1948. This decrease amounts to about 35 per cent. The pupils from grades 10 to 12 decreased in number from 359 to 246 during this period or about 31 per cent. The smallest relative decrease was in grades 1 - 6 where the decrease was 140 or about 11 per cent. Because of increased birth rate during the war years, the greatest number of pupils are in the first grades. As these pupils move into the upper grades, it is anticipated that there will be a small increase in school membership. If the opportunities for employment in the other areas decrease, many of those who moved from Hardee County for work in other places may return.

TABLE III
TRENDS IN AVERAGE DAILY MEMBERSHIP
SECONDARY SCHOOLS
HARDEE COUNTY, FLORIDA

Name of School	1940-41	1945-46	1946-47	1947-48	Analysis 1st month, last month
<u>9th Grade</u>					
County High School	142	85	108	99	106
<u>Grades 10-12</u>					
County High School	291	243	223	220	221
Totals	443	328	331	319	327

Table III shows the average daily membership for four years. The year 1940-41 can be designated as a pre-war year although the war had lowered the ADM then. These figures give evidence of families moving out of the county to work in the war effort. A considerable decrease is seen in the 9th grade during this period. Advanced reports show we can expect about 120 ninth grade students in 1948-49.

Future Outlook

To run the school system with the maximum efficiency three school centers should be established; one at Bowling

Green for grades 1 through 6, one at Wauchula for grades 1 through 6, and one at Zolfo Springs for grades 1 through 6. The pupil spot map⁴ prepared for the county survey shows the pupil population to center around these three towns. The consolidating of the schools will present an administrative problem. The people of the small communities will be against this proposal. Elementary schools at Castallia, Center Hill, Ft. Green, Torrey, and Tura were discontinued between 1940 and 1945. This was due to the teacher shortage and low attendance. Because some of the schools now operating have lost approximately fifty per cent of their school population within the past two years, lack of teachers will force consolidation⁵.

These three school centers will be feeder schools for the high school. We want these schools to be able to provide their pupils with a varied and enriched curriculum. The success of our program depends in a large measure upon the type of student that we receive from the feeder school.

A Study of Wealth And Welfare in Hardee County

The Tax Program

The support of our schools depends upon taxes collected

4. Map prepared for the State Department by the Schools.
5. Laws of Florida, Section 236.04, Procedure for Determining Number of Instructional Units (c) p. 23.

in the county, state aid, and federal aid. Because of the financial condition of the county, the state pays eighty three cents on the dollar for capital outlay and teachers' salaries.

At the present time the non-exempt valuation of property in Hardee County is \$3,692,000. A one-mill levy for school purposes brings in only about \$3,400 annually. The county is now levying the maximum 10 mills permitted by the constitution⁶. In addition the new county-wide district has voted the constitutional maximum 10 mills effective next July 1 for the current school purposes in the county. Several of the districts will also have to levy from 2 to 9 mills for a number of years to retire existing indebtedness⁷.

The cost of the Foundation Program in Hardee County is \$245,064. Of this amount the state provides \$204,508 or about 83 per cent and the county provides \$40,556 or about 17 per cent. To help support this program with present assessment practices in the county the equivalent of a 10.98 mill levy is required. Without minimum foundation funds from the state we could hardly begin to operate our schools. The approximately nine-mill tax

6. Constitution of The State of Florida

7. Laws of Florida, Chapter 23726 Section 12 (6) p. 8.

TABLE IV
SCHOOL BONDED INDEBTEDNESS
HARDEE COUNTY, FLORIDA

Bond District Number	Indebtedness June 30, 1947	Rate of Interest %	Date of Final Payment	No. of Years Remaining	Average Amount Due Each Year	Ave. Carry-ing Levy	Comments (if call-able given year)
General	\$1,600	4	1948	1	\$1,644		
General	6,666	4	1949	2	3,533		
General	2,400	6	1951	4	665		
" Bldg.	140,000	4	1961	14	13,200	Pay from race track	1956
" Bldg.	*131,000	4	1961	14	12,400		1951
Zolfo #3	75,000	6	1955	8	45,000	Prin. in default	N.C.
					47,460	Int. in default	N.C.
Popash #4	3,000	4	1959	12	295	3	1952
Wauchula #5	124,000	3	1965	18	9,000	9	1955
Lemon Grove A	33,500	4-5	1960	13	3,400	9	Any Date
" " B	4,500	2	1955	8	620		1952
Bowling Green	16,500	4	1962	15	1,200	4	
Ft. Green #11	7,000	4	1959	12	715	2.5	Any date
Gardner #14	2,000	3	1951	4	535	3	Any date
Harrison City	2,500	6	1946	Default	3,850		Default
" "	6,000	6	1945	"	7,5000		Default

* Homesteads are exempt.

Cash on hand 6-30-47-	Bond Constr.	\$11,708	
	B&B Res	150,211	
	Dist. 3	9,513	
	" 4	449	
	" 5	5,300	
	" 9	1,244	
	" 10	1,294	
	" 11	179	
	" 14	518	
	" 31	270	
	" 32	186	
Total indebtedness for entire county as of June 30, 1947			\$555,666
Total amount of bonds due each year including interest			151,037
Cash on hand as of June 30, 1947 entire county			180,872

margin in the county over the amount required for the foundation program is largely used for current debt service (about $3\frac{1}{2}$ mills) and to provide the additional \$100 per instructional unit for capital outlay (about $2\frac{1}{2}$ mills). This small margin of about three mills is all that is left for the county in providing more than the minimum program.

The needs of the county can be met in full provided the money is available. The capital outlay money⁸ will have to be used for new construction. The \$500 per teacher unit for instructional purposes other than teachers' salaries must be used for supplies and materials essential to the school program.

Recreation

We have great opportunities in the development of recreation in our county. Our physical facilities are limited by the location of the county in a flat area. This is one of the few counties within the state without a lake. Except for swimming holes in creeks and streams we have only one swimming pool. This pool is located at Zolfo Springs, four miles south of Wauchula,

8. \$400 per Teacher Unit, Provided for in The Citizen's Education Bill, 1947.

and is approved by the State Board of Health.

Athletic fields are found in Bowling Green and Wauchula. These fields include football fields and baseball diamonds.

Most of the organized recreation is under the sponsorship of the schools. The American Legion has a summer baseball team for boys of high school age. The new program of special service units will make athletic directors possible during the summer months⁹.

The people of the county are in a receptive mood for recreation. They drive many miles to fish in the lakes and rivers of the surrounding counties.

One of the seven cardinal principles of education is worthy use of leisure time. Health gives more zest for play, and healthful active play improves one's health.

Actually the school must assume the responsibility for becoming the center of the community recreational life. Through cooperation with the lay citizens, service clubs, and the county commissioners our recreational program can meet the needs of the children.

9. Laws of Florida, Chapter 23726, Section 29, 236.04
(7), 1947 p. 25.

Natural Resources

" All men are created equal before the law, and have certain inalienable rights, among which are those of enjoying and defending life and liberty, acquiring possessing and protecting property, and pursuing happiness and obtaining safety¹⁰:"

Things We Possess

Our county has two very valuable possessions, its people and the God-given things bestowed by nature. The people of Hardee County have done the same things to our natural resources as have people in the other counties of the state. Waste, especially timber, has been the rule in years gone by. Today a new era is opening. Trees are being planted, pastures are being improved, and the natural resources conserved. Much of our soil is better suited for growing timber than anything else. Here nature has a strong urge to grow trees and " second growth " pines are appearing on the cut over land.

We have seasons and soil suited to the growing of cucumbers. Two crops are produced each year. Cucumbers and tomatoes are the chief vegetable crops. Citrus and strawberries grown here equal those grown in any section

10. Constitution of Florida, Section I, Bill of Rights.

of the State.

Hardee County is part of the south-central Florida grazing region. Here pure bred Brahman, Hereford, Angus, and Red Polled animals graze in contentment. Improvements in the breeds of cattle has raised the quality of our beef.

Phosphate rock is found along the bed of Peace River and in other sections of the county. The phosphate industry of Polk county is slowly moving toward Hardee.

The most valuable and cherished resources we have are the children. They come from good homes, have had good training, and are real assets to the county. It is for these children that the school personnel works long hours studying curriculum changes and learning the best teaching practices and methods. These children depend upon the natural resources for their living and educational opportunities. The rich soil overcomes our lack of minerals and natural lakes. The products grown here bring the money for our overall support.

Schools and Facilities

The schools of the county are at present located at nine centers. The senior high school and the Zolfo Springs Elementary School are located on the same school site. Table V gives information regarding the school situation in 1946.

TABLE V

INFORMATION FOR CURRENT SCHOOL YEAR
(1947-48), FOR EACH SCHOOL CENTER

HARDEE COUNTY, FLORIDA

School Center	Grades Taught	No. of Teachers			No. Pupils in ADM last month		
		Elem., Jr.H.S.	Sr.H.S.		Elem., Jr.H.S.	Sr.H.S.	
WHITE SCHOOLS							
Bowling Green	1-6	6	3	x	176	44	x
Ft. Green	1-7	2	1	x	54	11	x
Hardee County							
High School	9-12	x	4	14	x	101	246
Lemon Grove	1-7	2	1	x	43	4	x
Limestone	1-6	2	1	x	52	15	x
Oak Grove	1-6	3	1	x	64	26	x
Popash	1-6	3	1	x	64	25	x
Wauchula Elem.	5-6	5	6	x	153	126	x
Wauchula Prim.	1-4	14	x	x	325	x	x
Zolfo Springs	1-6	5	2	x	114	36	x
Total		42	20	14	1064	390	246

This table shows the enrollment of all the schools within the county to be 1700. The average daily membership for junior and senior high school students is 656. We can reasonably expect as many as 700 in the combined high school. For 700 students we can expect approximately 26 teacher units plus the vocational agriculture and home economics units¹¹. This with the additional special services

11. Laws of Florida, Chapter 23726, Section 236.04 2-(c), as Amended 1947, p. 23.

units should give us an adequate number of teachers to carry on the anticipated program.

Education is gained through experiences. These experiences have to be with something. The effectiveness of teaching and learning to a great extent depends upon the availability and use of adequate instructional materials; that is, any type of material which may be useful to the teacher and student in carrying on the educational program.

Library

During the past three years 1,600 books have been placed in the high school library through purchases and gifts. This year we are spending well over the \$1.25 per pupil recommended by the Southern Association. Within the next few years we shall build our library to desired standards.

Health Unit

This year we are a member of the Tri-County accredited health unit. The mobile x-ray units have visited our county and chest x-ray pictures were made of all high school students. Immunization shots have been given to all desiring them. The mobile dental unit is scheduled for the summer months. Much of the success of the health unit program this year is due to the study made by the teachers

during the pre-school conference.

Churches

Religion constantly plays a part in the lives of our students. Churches throughout the county have been ready to aid the educational program in every possible way. The ministerial association has brought speakers once each month to our assembly programs. In turn we have sent students to the churches to help with their meetings. We have churches of practically all denominations in the county.

Business

The business life of Hardee County is dependent upon the soil. Farming offers work experiences to students before and after school and on Saturdays. We cooperate with the canning plants, packing houses, stores, and offices in giving students work experiences. Many students earn money raising cattle, citrus, and vegetables while going to school.

When the vegetable season is at its height, the business life of the community flourishes. Thousands of dollars make their way from the market to the stores of the county.

Transportation

The county is served by two railroads, the Seaboard and the Atlantic Coast Line. Buses and trucking companies

carry passengers and freight. Much of our agricultural products are shipped by trucks owned by individuals and companies within the county.

CHAPTER III

THE EDUCATION PROGRAM

The program offered today must be evaluated in light of the money available, the physical facilities, and the interest of the people concerned with the school program.

County Goals

Our first concern is to determine what sort of educational program the county should have. We must decide and determine what we want. To do this the aid of lay citizens, school teachers, and administrators in the county have been solicited. Questionnaires sent to the people asking "What kind of community do you think we will have ten years from now?" has brought about the same responses:

We will be an agricultural center and small manufacturing concerns may come into the picture.

I think the community will progress in agriculture.

Essentially a farming and stock raising community with possibly some industry.

Economically I see it as it is now.

After we have decided on the educational program we must consider our educational opportunities in the light of their effect upon the boys and girls of our county. All

educational opportunities available to them must be translated according to their aptitudes, abilities, interests, attitudes, and limitations. Therefore our curriculum must fit the needs of the pupils rather than force the individual to fit the offerings of the school.

During the Pre-School Conference held in August, 1948, we adopted a philosophy of education for Hardee County. This should enter into the planning of the curriculum along with the other necessary and important items. This philosophy is as follows:

The dominant factor in the consideration of our philosophy of education is our desire to surmount the child that he may become a well-adjusted member of a democratic society.

According to this philosophy, we believe:

That it is the responsibility of the home and the school to cooperate in continuing to foster and promote good health habits and practices.

That the child should be provided with experiences whereby he can develop his own individual abilities in order that he may become a worthy member in his present and in his future home.

That it is the duty of the school to stimulate in the child a desire for the building of good moral and ethical character through a self-realization of his own needs.

That while subject matter is important and has a definite place in the curriculum, it should be regarded as a means to an end in promoting the total development of the child. We believe that an opportunity should be given

for each child (as an individual) to develop his abilities, interests, skills, and attitudes at his own level.

That the school should provide opportunities in which each child can accept social and civic responsibilities, and thus can be trained to participate in life situations in a democratic manner.

That the school should assist the child, through counsel and guidance, to be able to make wise choices, adjustments, and interpretations in connection with critical situations in his life in such a manner as to insure continual growth in ability for self-direction.

That the school should sponsor self-expression in cultural areas, such as art, in music, and in literature to the end that individual talents be realized and cultivated. These experiences should foster an appreciation of the value of great masterpieces in all cultural fields.

That in order for us to evaluate properly our work with any child, his individual differences shall receive major consideration.

Keeping in mind our statements regarding our philosophy, our resources, our children, and our money, we begin to meet the challenge regarding our curriculum. It is, and will be our goal to move toward more emphasis on cooperation, developing a wide range of skills and a more vital relationship with the community.

Educational Needs

Area of Anticipated Progress

Since the curriculum is considered to be the composite of all the experiences which the pupils have under the direction of the school, we should look to the needs of the students of the county. In view of our philosophy, just what do the pupils of this area need to make them useful citizens to live in our nation today?

The State Department has recommended that we should have at least \$900,000 for school plant renovation and construction during the next few years. Proceeds from the bonds recently authorized and sold in the amount of \$375,000 in anticipation of racing commission revenue, plus \$10,000 in insurance funds¹ will be just about enough to cover the cost of construction of the new high school plant² except for the gymnasium and auditorium. When this is deducted it is evident another \$500,000 will be required for purchase and improvement of sites, for new buses, and to complete the proposed building program. This money does not include funds for repairs to existing buildings. Furthermore, this figure is based on the minimum building needs in terms of present building costs. We can readily justify the expenditure of a much larger sum to provide facilities which go beyond these minima, yet such ex-

1. Received from insurance on burned building.

2. Construction contract \$320,000, May 1, 1948.

penditures cannot be made unless it becomes evident that the necessary funds can be provided without handicapping other phases of the school program.

The High School

Our first physical need is to provide a building to replace the one destroyed by fire. The building we now occupy was built in 1926 and was not used until 1945. This building is too small and does not have the facilities needed to carry on the planned program. The need of proper facilities has presented a difficult problem. The problem of sufficient space for all our activities should be met within a year from May 1, 1948.

TABLE VI

RECOMMENDED CLASSIFICATION OF SCHOOL CENTERS HARDEE COUNTY

<u>PROPOSED CLASSIFICATION</u>				
Name of Center	Elem.	Jr. H.S.	Sr.H.S.	Comment
Bowling Green	P (1-6)	T (7-8)	-	Improvements needed
Fort Green	T (1-6)	D (7)		Not needed
Hardee County High	-	P	P	New Building
Lemon Grove	PT(1-6)	D (7)		Satisfactory
Limestone	PT(1-6)	D (7-8)		Maint. Needed
Oak Grove	PT(1-6)	T (7)		" "
Popash	T (1-6)	T (7-8)		" "
Wauchula Elementary	P (1-6)	T (7-8)	Imp.	" "
Zolfo Springs	P (1-6)	T (7-8)	"	" "

Explanation of symbols used in classifying centers³ :
P- permanent; PP- probably permanent; PT- probably temporary; T- temporary; D- discontinue in the immediate future.

This table shows the county high school to be classified as permanent for grades 7-12 when the entire program is put into effect. This may take as many as ten years to consolidate all the schools into the permanent centers.

ANALYSIS OF PRESENT PROGRAM

The Secondary School

With a picture of the county school needs in view we now turn to our present program in relation to our conception of curriculum. We believe it to be a moving body of planned experiences. Knowing that the development of well adjusted individuals and actively good citizens cannot be done by the school alone⁴, we have endeavored to coordinate our program with the home and other agencies of the community. The society of which our school is a part changes and so must our curriculum.

Table VII shows the offerings at present in the Hardee County High School. The regulations of the State Board of Education relating to graduation from high school, passed March 24, 1942, are as follows:

3. Symbols used by the State Department of Education. The County School Board has adopted the proposed classification.

4. Florida Citizen's Committee, Education and Florida's Future.

1. At least $13\frac{1}{2}$ units shall be earned in grades 10-12, inclusive, in schools offering physical education on the $\frac{1}{2}$ unit basis.
2. The following requirements shall be met at sometime during grades 9-12, inclusive:
 - 3 units in English
 - 3 units in social studies, one unit of which shall be American history and government
 - 1 unit in mathematics
 - 1 unit in biological science
 - 1 unit in home economics (girls)
3. Among the $13\frac{1}{2}$ units required to be earned in grades 10-12, there may be included not more than 2 units in music, with permission for not more than one unit of this to be done under private instruction. Not more than 4 units may be earned through any way other than regular attendance at a recognized high school.
4. Pupils enrolled at any grade level of the secondary school must at all times, carry a full load of work, as determined by the principal⁵.

Upon examining the program offered as shown in Table VII, we find the program of studies meeting state requirements. In addition to the subjects necessary for graduation we are offering a varied program. The commercial department has a correlated curriculum. The business English, shorthand, bookkeeping, typing, and commercial law aid the student with his speaking, reading, writing, spelling, listening, vocabulary study, conver-

5. Florida School Bulletin, October 1946, p. 29.

TABLE VII

PROGRAM OF STUDIES GRADES 9--12
HARDEE COUNTY HIGH SCHOOL

Grade 9	Grade 10	Grade 11	Grade 12
Basic Offering	Basic Offering	Basic Offering	Basic Offering
1. English	1. English	1. English	1. English
2. Physical Education	2. Physical Education	2. Physical Education	2. Physical Education
3. Civics	3. Biology	3. Physical Science (Physics)	3. Science (Chemistry)
4. Agriculture (boys)	4. World History	4. Home Economics (girls)	4. Problems in Democracy
5. Home Economics (girls)	5. Home Economics (girls)	5. American History	5. Math (Business)
6. General Mathematics			
Electives	Electives	Electives	Electives
Science	Agriculture	Agriculture	Typing
Algebra I	Algebra I & II	Typing	Commercial Law
Junior Business Training	Industrial Geography	Shorthand	Business English
Band	Band	Bookkeeping	Spanish
		Speech & Journalism	Shorthand
		Spanish	Bookkeeping
		Plane Geometry	Trigonometry
		Band	Solid Geometry
			Band

sation, and techniques of democratic discussion. The vocational agriculture and home economics tie in closely with the homelife of the students. They carry on home projects and make many useful things for the home in the laboratory. We devote 225 minutes per week to physical education and give $\frac{1}{2}$ unit per year credit.

All pupils are required to carry a full load at all times except where a pupil is in his fifth year in school and needs only one unit to graduate. We allow this student to work $\frac{1}{2}$ day and thereby gain valuable work experiences.

In addition to our program of academic subjects we have the following as part of our curriculum:

Athletics

Football
Basketball
Baseball
Track
Swimming
Tennis
Golf

Clubs

Library
Key
Lettermans
Future Farmers
Student Council
4-H
Homemakers
Pep

The athletics are sponsored by the coaches and the clubs by faculty members. Membership is open to all students. They must meet the standards set up in the constitution of the club. For instance, membership in the Letterman's Club is dependent upon earning a letter in some sport.

The assembly programs are put on by the students.

Faculty members give them assistance and guidance.

Table II (p. 6), indicates some of the needs of the pupils of this county. The occupation of their parent indicates the type of environment they will have. From this information we can foretell some of the student's needs. The majority of the occupations of the county are in the field of agriculture. We should examine the courses in the present curriculum offering materials in this field. Vocational agriculture deals with the farm problems. Here the student obtains work experiences, learns the methods of farm shop and tool repair, and the scientific care of the soil. He learns the methods of feeding farm animals, how to control diseases in animals, and how to control insect pests. The motto of the agriculture classes is "learn by doing". The sciences offer materials valuable to the future farmer. The canning of foods, analysis of soils, obtaining pure drinking water, waste disposal, and fertilizers are vital problems with people on the farm. From mathematics the student learns to keep accurate accounts and to figure the costs of the various crops in order to know how to farm with a profit. The English courses help the student to converse and carry on correspondence. The courses we offer today meet many of the needs of the students. We want to do more for these pupils. Our program must be active and varied to meet the individual

needs of the pupil. It is toward these ends we are working.

Homemaking is another important occupation in our communities. Each family of necessity has a homemaker. The home economics classes form the basis for this part of the curriculum. The girls learn to sew and cook, how to serve meals, personal grooming, and choice of clothing. Knowing that active participation is essential to the learning process, the girls cook entire meals, serve these meals, and invite guests. They receive training in entertaining. They purchase the groceries, plan the menus, prepare the meal, and act as hostesses. One semester each year is devoted to sewing. The use of the machine is included in the curriculum. Each girl makes a dress of her own choosing. She selects the material, decides on the pattern, and makes the dress under the supervision of the home economics instructor. The science classes are correlated with the homemaking classes. The study of foods, canning, and the values of foods are parts of the science course. The wife is interested in the family budget and so mathematics enters into this field.

Relation to Needs

We have planned our curriculum so that it will help the student live today. Certainly one will not question the value of good English and an appreciation and knowledge of literature. Typing can be used in practically all

walks of life. Expressions from students attending college, working in offices, and remaining in the home show the value of typing. Bookkeeping and stenography are questionable subjects, since they do not reach a large number of students. We do offer courses in these subjects to pupils choosing a secretarial course and intending to do office work. From the indications of the data obtained on occupations in the county and the answers to the questionnaires the training should be largely one to suit the student to make a living in the agricultural field. We should so train them that they will remain in this community and not seek employment in other states after graduation.

In addition to the students entering agriculture we have those going to college and taking part in the skilled labor occupations. We must prepare these students so they can do their best work when they leave the high school. This is not always possible since many students come into high school without a definite aim toward their life work. By testing, we can determine their aptitudes and offer suggestions as to the courses they should take. For students planning to enter college we recommend as much mathematics as they can take while in school. Courses in science help prepare the student for college work.

Suggested Ways of Improving the Program

The framework of the program in this county comes from the work done by the State Course of Study Committee. This committee comes from the various sections of the State and the membership is from different levels of instruction. The committee serves as a clearing house for the preparation and approval of all curriculum materials prepared for state wide use. This group channels the material down to us in the form of bulletins and curriculum guides. In turn we must revise these to meet the local conditions that we find in our area.

During the school year we have had a continuing curriculum committee composed of five teachers who make recommendations in terms of local needs and assume leadership in the preparation of needed materials required in the local situation. It is our belief that teachers should participate in the planning for their subject matter area.

To improve the curriculum development in our school, cooperative procedure is required. This involves the school personnel, students, and the lay citizens of the county. By this method we have found the need for some changes in the courses we are offering. To do this we have six teachers who are going to work this summer in the activities of the state committees on curriculum development.

In beginning our improvement we must keep our philosophy in mind. We need to build our curriculum around the program of broad objectives which are continuously to be met in our school in terms of the discovered needs of the students as members of the community. The basic philosophy accepted by the faculty determines the objectives set up for our school. We must continually examine the outcomes to see if we are meeting the needs of the pupils.

As we change from grades 9-12 and have grades 7-12 a junior high school unit to meet the needs of the students of a particular age group must be set up. This curriculum must be broad, flexible, and challenging. The teaching must give opportunity for integrated experiences, direct teaching experiences and experiences to meet the needs of the individual. The pupil must be guided and directed in the most careful manner so that he will be able to become a worthy member of society.

The senior high school bears the responsibility of continuing the program set up in the junior high school. The common or general program of the junior high school must continue and additional opportunities must be provided for the student to choose the type of courses he wishes to pursue. This we call specialization. The choice is to be made by the student in the tenth grade.

We have a challenge in our school of giving the student work experiences, training in home and family life, preparation for college, vocational training, training for citizenship, safety and consumer education, and the broad preparation for living as a student today.

TABLE VIII
PROGRAM OF STUDIES GRADES 9--12, 1948-49

Grade 9	Grade 10	Grade 11	Grade 12
Basic Offering	Basic Offering	Basic Offering	Basic Offering
1. English (60)	1. English (60)	1. English (60)	1. English (60)
2. Physical Education	2. Physical Education	2. Physical Education	2. Physical Education
3. Social Studies(60)	3. Biology (60)	3. Science or Home Econ. (60)	3. Science (60)
4. Agriculture (boys) or Home Econ. (girls) (60)	4. Social Studies(60)	4. American History (60)	4. Social Studies(60)
5. General Math (60)	5. Math (60)	5. Health & Safety Education (30)	5. Math (60)
6. Enrichment(30)	Items 1,2, 3,5 required by all	6. Auto Driving (30)	6. Automobile Driving(30)
Items 1,2,4,5 required by all		7. Math (60)	Items 1, 2, required by all
		Items 1,2,4 required by all	
1. Science may be substituted for 4 above	1. Agriculture	1. Agriculture	1. Speech
2. Algebra I may be offered students who pass tests	2. Spanish	2. Typing	2. Agriculture
3. Band	3. Home Ec.	3. Bookkeeping	3. Bookkeeping
	4. Glee Club	4. Spanish	4. Business Spelling
	5. Band	5. Farm Shop	5. Home Econ.
		6. Glee Club	6. Band
		7. Band	

The anticipated offerings for the year 1948-49 are listed in Table VIII. All the required subjects are listed plus sufficient electives to work out a schedule giving the student wide choices in his selected field.

The time devoted to enrichment may include experiences in music, fine arts, remedial work, library reading, or club activities.

The term English at the 9th grade level should include functional grammar, literature, conversation, speaking, spelling, vocabulary study, a study of the newspaper, radio, motion picture, parliamentary procedure, and listening. This work should be correlated with the other subjects taken by the student.

Home economics is required of all girls in the 9th grade. This subject will continue to emphasize home living. It will be taught on the laboratory plan with the students participating in the planning and execution of the program. Home economics should be offered boys at least once during his four years in our school. This is to be a separate course and will teach personal grooming, selection of clothes, manners, and camp cooking. The boys will face these problems now and in later life. They should be prepared to come to school neatly dressed, know how to act, and receive training in homemaking.

We plan to require four years of English. This is

to be taught in such a way as to make the English functional. Students should be able to write an intelligent letter, converse freely and with ease, use correct grammar, and spell correctly. The students will be invited and encouraged to make talks, preside at meetings, and take part in the assembly programs. All faculty members will teach English. This must be done in all subjects to make the student conscious of the importance of the subject.

Our Aim

We want our students to be well rounded individuals.

It is our purpose to:

1. Give students work experiences
2. Have all students participating in the health and physical education program
3. Help students become useful citizens in our society
4. Develop good manners in all students
5. Give them information about buying and selling
6. Impart an understanding of the contributions science today makes to living
7. An appreciation for art, literature, and music
8. Help them understand the wise use of leisure time
9. Be able to live and work cooperatively with others
10. Be able to think rationally, and express thoughts clearly

With these aims we develop the subjects in our curriculum.

Vocational Agriculture

In developing this area the following list is prepared for guidance:

1. The individual needs of the student
2. Crops that grow best here
3. Types of soil
4. The needs for improving farm conditions
5. A planned teaching program enabling the student to gain new experiences
6. Farm management experiences should be given advanced students
7. All agriculture students should have an opportunity to visit the State Market in Wauchula during the buying season
8. Careful attention should be given new agricultural enterprises
9. All agriculture students should carry on a supervised agriculture project
10. Students should keep accurate accounts
11. The farming done by the students should be carefully supervised

The State Department recommends the following program for vocational agriculture:

I. Supervised farming

Planning and carrying out the supervised farm program

1. Taking a home and farm inventory or survey
2. Determining the major enterprises grown in the local community
3. Analyzing the cost and determine the market demand for each commodity
4. Selecting the productive enterprises for the individual supervised farming program
5. Selecting the improvement projects and the supplementary farm jobs, based on home farm inventory survey, to be included in the program
6. Revise the supervised farm program
7. Make a map of the home farm: 1st year, 2nd year, 3rd year by progressive steps
8. Each student set up a monthly study calendar of jobs in his farm program

9. Summarize records for each enterprise
10. Make final report

II. Farm shop program

Farm shop jobs which instructor should teach group:

1. Setting up a list of shop jobs which should be done on equipment now on the home farm
2. Listing the jobs in connection with the individual supervised farm job
3. Identifying shop tools
4. The teacher demonstrates how certain skilled jobs should be done
5. Make a drawing plan of a certain job
6. Figure a bill of materials for a shop job plan
7. Determining and identifying different grades of lumber and metals
8. Classifying materials as to their use
9. Organizing the shop program prior to doing individual jobs
10. Mixing and using paints
11. Mixing and using concrete
12. Farm shop safety rules and regulations
13. Figuring bill of labor and cost for house, garage, or corn crib
14. Teaching housekeeping in shop and classroom

III Individual supervised study

1. Teaching second and third year boys how to do individual study
2. Teaching students how to use reference material in connection with individual study
3. Outlining a procedure, with class members, for making job plans
4. Supervising individuals who are doing special work

IV. Forestry

1. Introduction to forestry
2. Identifying trees

3. Collecting seed
4. Planting and caring for forest tree seed bed
5. Transplanting seedlings
6. Protecting the forest
7. Preparing forestry exhibits
8. Qualifying for a trip to the forestry training camp
9. Gum farming
10. Using forest tools
11. Treating fence posts and other farm timbers
12. Cruising and marking timber
13. Determining importance of forestry on the farm
14. Forest management
15. Tropical forestry
16. New use of forest products

V. Future Farmers of America

1. Acquainting the boys with the FFA chapter
2. Making a chapter program of work for the year
3. Qualifying for the Greenhand Degree
4. Qualifying for Chapter Farmer Degree
5. Qualifying for State Farmer Degree
6. Qualifying for American Farmer Degree
7. Duties of FFA chapter members and officers
8. Planning a chapter cooperative project
9. Planning a FFA banquet
10. Preparing a FFA exhibit
11. Making FFA chapter budget
12. Parliamentary procedure jobs

VI. Conservation

1. Soil types common to Hardee County
2. Outlining a land use program for the home farm
3. Determining a program of water control on the farm
 - a. terracing
 - b. drainage
 - c. irrigation

4. Studying the functions and sources of fertilizers
5. Determining the fertilizer needs of the crops grown in the county
6. Home mixing of fertilizers
7. Conserving wildlife on the farm¹

The school has the challenge to stimulate thought in the study of agriculture. We can give our students methods for live-at-home jobs such as canning food, storing food and feed on the farm, or producing a year round home garden. Advanced farm management shows the pupil the advantages of crop rotation and keeping records on the farm.

We are sponsoring a garden plot at the agricultural building. Tomatoes have been sold from this garden and the proceeds placed in the FFA treasury. Vegetables are being furnished to the lunchroom. Record keeping becomes meaningful to the student when he begins to sell produce from the school garden plot.

Science

The science course is to be used to teach "areas of better living". It is taught along with related operations such as food supply, construction and materials, health and recreation and happiness, resources and production, and conservation.

We need science courses dealing with the chemistry of the soil. The students deal with "sweet" and "sour"

1. State Department of Education, Agriculture Bulletin #2,3,4 p 3,5.

soils on the farm. They can learn the reasons for these conditions of the soil and how to make them neutral. We want this course to develop skills usable in the county as well as other places in the State.

While space in this thesis will not permit going into every subject in our curriculum, each subject offered should be presented to the students in a manner that is suitable to this area. We must be fully aware of the needs of Hardee County in relation to the offerings.

As soon as space in the plant will permit we will add industrial arts to our curriculum. This will be related to the agricultural shop we have at present. In the near future we will be able to add more experiences to our program that are related to living in the county today.

Automobile driving is a course all students will be interested in taking. Florida law requires proficiency in driving before a license to drive is issued. The plan calls for actual practice in driving as well as instruction in safety, rules and regulations, and car operation.

The business education field in our school is not too large in relation to the other subjects. Business law and business geography might well be included in the social studies department. Business mathematics and business English might be included in regular mathematics and

English courses.

The home economics courses in the last two years may offer home nursing and childcare.

All teachers throughout the school should encourage habits of good speech. The pupil needs to secure habits of speech which will function in the business and social world. Taught from this point of view, speech has a place in all subjects.

Our foreign language is restricted to Spanish. Being near South America, this language is the one they might have an opportunity to use. In addition to regular class periods we can take a teaching method from the armed forces and include a laboratory period using phonograph records.

We are seriously considering requiring more mathematics in our school. Questionnaires show that the business men of the county regard mathematics as the most essential subject. All students cannot take algebra, plane geometry, or solid geometry. They can take a functional type of mathematics geared to their level. General mathematics followed by one or more related courses should reach all students.

The enrichment program will be carried out in all grades. Student participation in assembly programs, clubs, organizations, and group singing are vital parts of our curriculum.

CHAPTER IV

PUPIL WELFARE

The schools are for the students. We have an increasing challenge to look after the health and guidance of the pupils. The school is taking over many of the functions formerly performed by the home. We do this in the spirit of helpfulness and cooperation with the home.

Attendance

The laws of Florida relating to attendance only apply until a student reaches 16 years of age. After the 9th grade the majority of our pupils reach the age of 16. Then the holding power of the school loses the strong arm of the law. We must present our courses and activities in an appealing manner to keep the boys and girls desiring to attend school.

During the harvest months some of the students have to miss school to help gather the crops. This is not as pronounced today as it was eight or ten years ago. This is due in part to better times. The parents are able to hire help.

It is remarkable that our average daily attendance does not suffer materially the year round. There is a spirit developed in the county among the parents to make sacrifices to send their children to school.

Child Labor

We have some children in the county who should be in school. This number is small because we do not have industry to compete for our children.

The school survey made in December 1947 indicated most children of school age were in school. The plans for 1948-49 call for a visiting teacher. This should help prevent many of our child labor cases.

Work permits are issued from the office of the county superintendent for boys and girls to work after school and on Saturdays. This type of work is in packing houses, canning plants, the dime store, and State Market.

Guidance

The purpose of guidance is to assist the individual through counsel to make wise choices, adjustments, and interpretations in connection with critical situations in life in such a way as to insure continual growth in ability for self direction¹.

Probably never before have we had the problem of guidance as we have it today. It is essential that youth not be exploited and those who should continue in school be able to do so. Intelligent counseling should be avail-

1. Jones, Arthur J., Principles of Guidance: McGraw-Hill Company, New York, 1945, p. 80.

to all students. The moral and spiritual side of all students needs counsel concerning the care of the body, mind, and spirit.

We do not have a guidance specialist. Each teacher is a guidance teacher. Four members of our faculty have had courses in guidance. They have been assigned as guidance teachers for the four grades of school. They interview students and help them adjust their schedules and make choices.

Progress and Achievement

We are proud of the progress made in the school since the war. It has been a difficult task to re-establish the records destroyed by fire. The students and teachers have worked hard to make permanent records from report cards and other evidences of courses taken.

We have a county teachers' organization dedicated to progress in the schools. The meetings are of a professional nature and teachers participate in the programs.

The curriculum committee has made recommendations that have been followed. We are being evaluated by the Southern Association for membership this year and have received favorable comment on the program offered the students of our county.

The county supervision program has done much for

the schools of the county. In turn it has helped our program by the quality of students the feeder schools are sending us. Tremendous strides have been made in English and mathematics in the elementary schools.

CHAPTER V

EDUCATIONAL ORGANIZATION AND ADMINISTRATION

The organization of our county follows that of the other counties of Florida. We are now serving one trustee district. Three members are chosen from the county at large. They have the same duties as the district trustees under the old plan. The county school board now has five members elected county-wide but each member must reside in his school district.

Feeder Schools

Present

The quality of the products we receive aid in our program. From eight centers we now receive students. Some of these schools are two-teacher schools, some three-teacher, and others have a teacher for each grade. Table V (p. 17), shows the feeder schools at present with their enrollments.

Future

An enriched program can be presented in schools with larger enrollments. By grouping the schools in three centers we will have sufficient pupils at each center to provide instruction in art and music, remedial work, and physical education. Supervision can be given

to improve the quality of instruction.

The High School

Only one high school serves the county. The average daily membership should improve as our county returns to normal. It is reasonable to expect an enrollment of over 400 within the next two years.

We work on the 9-12 plan and find it satisfactory. We have a faculty of eighteen members. They are working on the curriculum committee, the evaluative committee, and helping with the study for improvement. Last year all but three attended summer school. These three plan to attend school this summer.

CHAPTER VI

CONCLUSIONS DRAWN FROM THE STUDY

This study has been valuable in finding the working principles of the educational system of the county. The research into the curriculum will be very useful in the work we are now doing to improve the instruction in our school.

County Wide

We have been able to see the problems faced by the elementary schools throughout the county. Because of small attendance some of these schools have only two or three teachers for eight grades. It gives us a better understanding of the students we receive from these schools.

Throughout the county education is progressing. Teachers will be attracted to the teaching jobs in the smaller schools because of the county salary schedule. Teachers in small communities make the same salary as those in large communities with the same qualifications.

The supervision work carried on by the county has been of great service to the teachers in the rural schools. The ^{sup}supervisor has brought to the teacher new methods, better practices, and materials. We can see the improve-

ment in the students we are receiving from these schools. With the added emphasis placed in the elementary schools on pupil participation, teacher planning, and parent cooperation we can continue to expect better pupils each year.

The High School

We have been able to adjust many of our courses to meet the needs of the students. The teachers have increased in professional spirit. They are subscribing to professional magazines and reading the State bulletins. Attending summer school has given them new inspiration.

This study does not stop with the completion of this paper. We intend the study of the curriculum in our school to be continuous. Each subject is to be analyzed in the same manner as agriculture. Our mathematics needs to become more functional. Once we were primarily concerned with the preparation for college. Then the predominating aim of mathematics was that of giving pupils the skills and knowledges necessary for success in the advanced college courses. Objectives such as these, however, prove highly impractical for the majority of the students we have in school today. Consequently we need informational mathematics necessary for interpreting the daily newspaper, and for dealing intelligently with the problems of both

personal and social life. We need to teach mathematics dealing with the problems of everyday life centering around the home, daily purchasing, banking, the farm, business, and industry. Practical problems are to be introduced in an effort to stimulate the students to use the knowledge and skills of mathematics in dealing with situations in his own life.

When space is available we have a challenge in adult education. This will be in addition to the veteran's training classes we are now conducting. The facilities of the school will be used at night as well as during the day.

The planned program will take ten or more years before it will be working in all departments. A certain number of changes will be made each year. These changes will be evaluated and additional points added as the need arises.

We have only scratched the surface. We plan to continually alter our curriculum.

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